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ABSTRACT

Considerable attention has been given recently to how children educate each other and how to maximize the cognitive benefits of peer learning. Based on papers presented at a 1996 symposium on Cognitive Skills and Learning with Peers, this book focuses on peer learning. Part 1 presents implications of Piaget's and Vygotsky's theories. Part 2 describes several techniques originating from cognitive theories. Part 3 considers the teacher's role. The chapters are: (1) "Implications of Piagetian Theory for Peer Learning" (Richard De Lisi and Susan L. Golbeck); (2) "Implications of Vygotsky's Theory for Peer Learning" (Diane M. Hogan and Jonathan R. H. Tudge); (3) "Evolution of Discourse during Cross-Age Tutoring" (Natalie K. Person and Arthur G. Graesser); (4) "Discourse Patterns for Mediating Peer Learning" (Alison King); (5) "Developing Productive Group Interaction in Middle School Mathematics" (Noreen M. Webb and Sydney Farivar); (6) "Designing Collaborative Contexts: Lessons from Three Research Programs" (Annemarie Sullivan Palinscar and Leslie Rupert Herrenkohl); (7) "Structuring Dyadic Interaction through Scripted Cooperation" (Angela M. O'Donnell); (8) "A Fish Called Peer Learning: Searching for Common Themes" (Sharon J. Derry); (9) "Classroom Choices from a Cognitive Perspective on Peer Learning" (Marie A. Cooper); (10) "The Role of the Teacher in Promoting Cognitive Processing during Collaborative Learning" (Michael S. Meloth and Paul D. Deering); (11) "Implications of Cognitive Approaches to Peer Learning for Teacher Education" (Anita Woolfolk Hoy and Megan Tschannen-Moran); and (12) "Teachers as Peer Learners: Professional Development in an Advanced Computer Learning Environment" (Tamar Almog and Rachel Hertz-Lazarowitz). (Contains approximately 600 references.) (KB)

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